**Correlation between *The Next Step in Guided Reading* (Richardson 2009) and the *Common Core Reading Standards* for Literature**

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| **Strategy** | ***Next Step in Guided Reading***  **Pages** | **Description in *Common Core State Standards***  [**http://corestandards.org/the-standards**](http://corestandards.org/the-standards) | **Standard by**  **Grade Level** | | |
|  |  |  | 3rd | 4th | 5th |
| **Ask Questions** | 209-214 | Ask and answer questions to demonstrate understanding of a text. | #1 |  |  |
| **Draw**  **Inferences** | 231 -236 | Refer to details and examples when explaining what the text says explicitly and when drawing inferences from the text. |  | #1 | #1 |
| **Main Idea/Details** | 215-219  197 | Determine the central message, theme, lesson, or moral, and explain how it is conveyed through key details in a text. | #2 | #2 | #2 |
| **Summarize** | 220-224  196 | Use the main idea and details to summarize the text. |  | #2 | #2 |
| **Character Analysis** | 227-230  194-195 | Describe characters in a story (traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Compare and contrast two or more characters in a story or drama, drawing on specific details in the text. | #3 | #3 | #3 |
| **Vocabulary** | 200-203,288  238-242  198 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal. | #4 | #4 | #4 |
| **Compare and Contrast** | 220-213  197 | Compare and contrast themes, settings, plots, or points of view from two or more stories. | #9 | #6 | #4 |
| Compare and contrast stories in the same genre on their approaches to similar themes and topics |  |  | #9 |
| Analyze multiple accounts of the same event or topic, noting important similarities and differences in their points of view. |  |  | #6 |
| **Evaluate** | 242-244  194-195  198 | Compare and contrast the treatment of similar themes and topics as they appear in different genres and cultures. |  | #9 |  |
| Describe how a narrator’s point of view influences how events are described. |  |  | #6 |
| **Text Features** | 236-238 | Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in the story. | #7 | #7 | #7 |

**Correlation between *The Next Step in Guided Reading* (Richardson 2009) and the *Common Core Reading Standards* for Informational Texts**

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| **Strategy** | ***Next Step in Guided Reading***  **Pages** | **Description in *Common Core State Standards***  [**http://corestandards.org/the-standards**](http://corestandards.org/the-standards) | **Standard by**  **Grade Level** | | |
| **Ask Questions** | 209-214 | Ask and answer questions to demonstrate understanding. | #1 |  |  |
| **Draw**  **Inferences** | 231-236  red questions on p. 209 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | #1 | #1 | #1 |
| **Main Idea/Details** | 215-219  197 | Determine the main idea of a text; recount the key details and explain how they support the main idea. | #2 | #2 | #2 |
| **Summarize** | 220-224  196 | Use the main idea and key details to summarize a text. |  | #2­­ | #2 |
| **Cause and Effect** | 225-227  197 | Describe the relationship between a series of historical events, scientific ideas or concepts,…using language that pertains to time, sequence, and cause/effect. | #3 |  | #3 |
| Describe the logical connection between particular sentences and paragraphs in a text… | #8 |  |  |
| Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text (cause/effect). |  | #3 |  |
| **Compare and Contrast** | 209-214  242-244  227-230  197 | Describe the logical connection between particular sentences and paragraphs in a text (comparison). | #8 |  |  |
| Compare and contrast the most important points and key details presented in two texts on the same topic. | #9 |  |  |
| Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided. |  | #6 |  |
| Integrate information from two texts on the same topic. |  |  | #9 |
| Explain the relationships or interactions between two or more individuals, events, ideas, or concepts. |  |  | #3 |
| Compare and contrast the overall structure of events, ideas, concepts or information two or more texts. |  |  | #5 |
| Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |  |  | #6 |
| **Evaluate** | 242-244  195 | Distinguish the student’s point of view from that of the author’s. | #6 |  |  |
| Compare and contrast two points of view about the same event or topic; describe the differences in focus. |  | #6 | #6 |
| Explain how an author uses reasons and evidence to support particular points. |  | #8 |  |
| **Text Features** |  | Efficiently use text features and search tools to locate information. | #5 |  |  |
| Interpret information presented visually…and explain how the information contributes to an understanding of the text. |  | #7 |  |
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